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# OFFICE OF TRAINING BULLETIN

May 1964

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# BULLETIN BOARD

**TRAINING OFFICERS** [REDACTED] is taking over the duties of Training Officer for NE Division. She is on extension 7325, Room 6D-3102.

25X1A

**FORM 73** It would help AIB greatly if Training Officers would use a separate Form 73 for each course for which application is being made.

**FORM 136** On the Form 136 (Request for Training at Non-Agency Facility) please enter the exact title of the course. If you don't have this information, please call Nancy [REDACTED] on extension 3101.

25X1A

**TRAINING REPORTS** For some external courses a training report (Form 1049) is required. Please encourage your people who have completed such courses to submit that training report within the required 30 days. It is useful in verifying the Agency Training Record.

**LANGUAGE TESTS** [REDACTED] on the Language Development Program requires that an employee in language training, internal or external, take the Agency proficiency test upon completion of the training. Training Officers are notified of the results and the results are entered in the Agency's Language Qualifications Register.

25X1A

**CLASS ABSENCES** AIB notifies Training Officers of absences from class or withdrawals from a course reported to it by OTR schools. Sometimes a supervisor withdrawing a student (there

must be an official reason for withdrawal) inadvertently fails to tell the Training Officer.

ARLINGTON  
TOWERS

25X1A

CLERICAL SKILLS PRETESTS

Purpose : To determine level of shorthand or typing course for which the individual is qualified.

Place : Room 2103 Washington Building Annex, Arlington Towers.

Time : 0920 hours.

Registration : Students will automatically be registered for testing when application is made for the course.

Dates : for the 1-26 June course  
27 May--typewriting pretest  
28 May--SHORTHAND pretest  
for the 6-31 July course  
1 July--typewriting pretest  
2 July--SHORTHAND pretest  
for the 10 August - 4 September course  
5 August--typewriting pretest  
6 August--SHORTHAND pretest  
for the 14 September - 9 October course  
9 September--typewriting pretest  
10 September--SHORTHAND pretest

CLERICAL SKILLS QUALIFICATIONS TEST

Purpose : To qualify individuals as Agency stenographers.

Place : Room 2103 Washington Building Annex, Arlington Towers.

Time : Announced at registration for test.  
Registration : Training Officer call Clerical Training  
Faculty, extension 2100.

Dates	:	<u>Typewriting</u>	<u>SHORTHAND</u>
		25 May	26 May
		15 June	16 June
		29 June	30 June
		20 July	21 July
		3 August	4 August
		24 August	25 August
		7 September	8 September
		28 September	29 September

SECURITY PROGRAM All Training Officers will receive a machine listing of their people who attended the Security Reindoctrination Program. The listing will be made from the IBM cards surrendered at the auditorium.

PERT TRAINING CENTER The PERT Orientation and Training Center will move to a new location during the first week of May. Beginning 11 May all courses will be conducted on the second floor of the Vanguard Building  
20th and L Streets, N. W.  
Washington, D. C. 20333  
Telephone: OX 6-7185/7  
Times and all other aspects of the courses will remain the same as at present.

EXTERNAL TRAINING CERTIFICATES Training Officers are reminded that grade transcripts, certificates of completion, etc. must be sent to the External Training Branch when an individual completes a course. ETB sends these with a memorandum of completion to the Office of Personnel. If the student wishes to retain a certificate for his personal file a copy should be sent to ETB.

### **Accelerated Degrees**

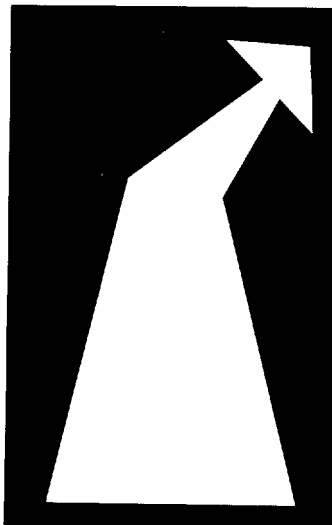
Yale University announced in January a new program which will encourage qualified undergraduates to earn both Bachelor's and Master's degrees during the usual undergraduate four-year period. First candidates for the double degree will come from the present sophomore class; most of them are expected to be students who entered as freshmen with advanced placement credit. (Students who enroll with enough such credit and who compile a satisfactory record as freshmen are presently offered direct promotion to the junior year.) Academic requirements for both Bachelor's and Master's degrees will remain unchanged, even though the time required to learn them has been reduced.

To date only the mathematics department has developed an approved plan for the combined degree, but other departments are expected to follow. However, college authorities note that the speed-up program is not likely to prove equally appropriate for all fields of study. It is expected to be most effective in the sciences and mathematics, "where the course of study is clearly cumulative." It may be less appropriate in some areas of the humanities, where successful graduate work "requires maturity which may come, if at all, only with time and experience."

Michigan State University has announced a plan to educate 56 percent more veterinarians at less cost per student and in less time than at present. The new program calls for extending the present three terms per year to four and for admitting two classes of fifty students each year in place of the present single class of sixty-four. The changes will enable a student to complete the veterinary course in thirty-three months instead of the present forty-five months. It will also allow a student to complete the entire course in six years by working and studying alternate six-month periods. Thus, two students could pay for their course by holding down a single full-time job, and alternating their work and study periods.

# COLLEGE ADMISSIONS

## Some Answers



The details of how to get into college puzzle many young people--and their parents. Many high schools have excellent guidance programs and counselors; some, regretfully, have none. Even those children who are competently guided do not always communicate to parents their real hopes and plans, and parents are left in the dark until too late to seek college admission to best advantage.

The steps listed here may help remove some of the puzzlement and make up for some late starts.

**1** The high school student has decided which college he wishes to attend, or he may be undecided between two or more. His first step is to write the Director of Admissions at one or all of them describing the kind of course work he intends to take, the date of his high school graduation, the date he wants to enroll in college. He should request a catalog and admission forms. If possible, he should visit the campus; admission counselors are usually happy to escort visitors and answer questions. In some instances, a visit is prerequisite to consideration for admission.

**2** Complete and return the application forms promptly. Some colleges ask the student to include a transcript of high school courses and grades; others write directly to the school. Some colleges request recommendations from teachers, counselors, or people in the community; contact these persons and tell them where to send their letters.

**3** Most colleges and universities now require one or more standard tests for evaluation of the applicant. The only sure way to determine which tests are needed is to consult

the catalog of the college being considered. If a specific test is required and has not already been taken, write the admissions office for a list of dates and places where the test will be given.

**4**

Applications for scholarship aid which is under the control of the college will usually be considered only after the student is accepted. Other scholarships are, of course, available, and many high schools maintain up-to-date information of this type on their bulletin boards. It is also possible to borrow money for a college education. Most attractive of the loan programs available is that provided under the National Defense Education Act. More on this and other loans can be found in the August-September 1963 OTR BULLETIN. For further information on scholarships and loans, call the OTR Registrar on extension 3101.

**5**

When the college sends a letter of acceptance, there is usually more for the candidate to do. Generally the college wants the student's acceptance in writing and a nonrefundable deposit. This is also the time to contact the student housing office about approved living quarters.

**6**

If a student is turned down by the college (or colleges) of his choice, and this is bound to happen to many, a college placement service may be able to assist him. There are many of these services, some very expensive and some operating just within the law. Others are both nonprofit and reputable. Three of these are listed here:

### **COLLEGE ADMISSIONS CENTER, 610**

Church Street, Evanston, Ill. This is the largest and oldest (founded in 1958) of these centers. It is operated by Joe Jefferson, formerly Dean of Admissions at Columbia University. In its first year it served 680 youngsters and 85 colleges; this year it expects to serve 7,000 students and more than 500 member colleges. It is sponsored by the Association of College Admissions Counselors.



Registration procedure: Request a registration form, complete and return it to the address above with a \$15 check or money order payable to the center, an official copy of high school transcript, an official copy of college transcript if college credit has been earned, and the recommendation of a counselor at the last high school attended. When the registration is complete, the student's credentials are sent to all colleges using the center.

**COLLEGE ADMISSIONS ASSISTANCE CENTER**, 41 E. 65th Street, New York 21, N. Y. This center has a \$15 registration fee. It has 50 member institutions in New York City and also serves colleges and universities throughout the country. It is sponsored by the New York City Council of Higher Educational Institutions. Write the center for registration procedures.

**CATHOLIC COLLEGE ADMISSIONS AND INFORMATION CENTER**, 3805 McKinley Street, N. W., Washington, D. C. This is a clearinghouse for students who wish to attend a Catholic college or university and its service is for original college placement only. There is a \$15 registration fee. Last year 80 Catholic colleges used the center's services. Registration documents are compared with the criteria of all these colleges by computer, then photographed and sent to all colleges which the center thinks will give them serious consideration. This center is unable to restrict applications to a particular geographic area of the country. Write the center at the address above for applications, or call 244-5072. The center only recently moved to Washington from Worcester, Mass.

These services are clearinghouses through which students and colleges are brought together in a simple, effective, and inexpensive way. They can be useful to those who have been rejected by highly selective schools in spite of their

academic records; to those members of minority groups who because of race, creed, or cultural deprivation expect difficulty; to those who have good reason to transfer to another college; to those who are hunting for financial aid. None of them guarantee acceptance by a college.

If your child is not accepted at the college of his choice, don't panic! Rejection is more common than not. Instead, get busy on second and third choices. Consider the college placement services suggested. Although these centers rightly do not guarantee acceptance, they are likely to prove more effective than your neighbor's advice. (See next page for sample form.)

The U. S. Office of Education estimates that almost 600,000 students will receive degrees from colleges and universities next June. Approximately 446,800 will receive bachelor's degrees, 44,100 first professional degrees requiring five or more years of work, 92,400 master's degrees, and 12,900 doctorates.

During the 1961-62 academic year, the latest for which an actual count has been completed, 516,996 earned degrees. Projected estimates for 1973-74 indicate a total of 999,500.

The nation was short 124,300 public school classrooms in September 1963, the U. S. Office of Education has estimated from a recent compilation of reports from the states. Of this total, 59,400 classrooms were needed to accommodate excess pupils and 64,900 to replace unsatisfactory facilities.

A sample application form from the College Admissions Assistance Center is reproduced below. Though less comprehensive than the forms from the other centers, this gives an idea of the type of information desired.

**COUNCIL OF HIGHER EDUCATIONAL INSTITUTIONS IN NEW YORK CITY**  
**COLLEGE ADMISSIONS ASSISTANCE CENTER**  
41 East 65th Street, New York, New York 10021

(FOR CENTER USE ONLY)	<b>STUDENT REGISTRATION FORM</b>

Date \_\_\_\_\_

**Please fill out completely and mail directly to the Center with Registration Fee of \$15.**

Name, in full \_\_\_\_\_ Birth Date \_\_\_\_\_ Sex \_\_\_\_\_  
Last NameFirst NameMiddle NameM. or F.

Home Address \_\_\_\_\_  
Number and StreetCityZoneState

Home Telephone \_\_\_\_\_ Citizen of \_\_\_\_\_

Name of Secondary School \_\_\_\_\_ Address of Secondary School \_\_\_\_\_

Attendance dates: From \_\_\_\_\_ To \_\_\_\_\_ Graduation Date: \_\_\_\_\_

Size of graduating Class \_\_\_\_\_ Rank in Class \_\_\_\_\_ Class Average \_\_\_\_\_

Did you take CEEB or ACT test: \_\_\_\_\_ Date \_\_\_\_\_  
Official report of scores must be sent to Center. See page 3 of brochure.

Please list your major extra curricular activities, hobbies, work experience: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Have you attended a college? Yes ☐ No ☐ If "Yes", please give name(s) of college(s) and dates of attendance: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Colleges to which you have applied for admission**

Name of College	Application Date	Accepted	Not Accepted	Status unknown
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Check your choice of type of institution you prefer to enter: Co-ed ☐ Men's ☐ Women's ☐  
Two-year ☐ Four-year ☐

Check size of institution you prefer: under 1,000 ☐ 1,000 - 3,000 ☐ over 3,000 ☐

Give curriculum interests:  
Liberal Arts ☐ Engineering ☐ Business Administration ☐ Teaching ☐ Other ☐ \_\_\_\_\_

Date of expected College entrance: \_\_\_\_\_  
Campus residency desired ☐ or will commute ☐

\_\_\_\_\_  
(Student's signature)

Name of Parent \_\_\_\_\_  
or Guardian (please print)

\_\_\_\_\_  
(Business address)

Occupation: \_\_\_\_\_  
Employer: \_\_\_\_\_

\_\_\_\_\_  
(Business telephone no. of Parent or Guardian)

\_\_\_\_\_  
(Parent or Guardian's Signature)

Directions to Student: 1. Students must notify the Center promptly if they are granted admission to a college.  
2. The Registration Fee of \$15.00 must be mailed with your Registration Form to the Center.

F-1163 (Use reverse side of this Form for additional comments)

# ***SUPERVISORS Look at Their Jobs***

How do first-line supervisors and foremen feel about important aspects of their jobs? To answer this question, the Management Institute at the University of Wisconsin polled 451 students at Supervisory Institutes given by the university during the summer of 1962. Results of the survey were published in the March 1964 TRAINING DIRECTORS JOURNAL of the American Society of Training Directors. Following are some of the more interesting questions and responses.

## **HOW LONG HAVE YOU BEEN A SUPERVISOR?**

31 over 20 years  
36 between 15 and 20 years  
72 between 10 and 15 years  
92 between 5 and 10 years  
138 between 1 and 5 years  
54 less than 1 year

## **HOW MANY EMPLOYEES DO YOU SUPERVISE DIRECTLY?**

232 over 20  
79 between 15 and 20  
136 between 5 and 15

(Note: Many management experts believe that the optimum number of employees supervised by one man ranges from 15 to 20. How many people a supervisor can effectively supervise, of course, depends on the type of operation, the employees' experience, the complexity of the job, how much automation is involved, etc.)

## **TO WHAT EXTENT HAS YOUR FEELING ABOUT BEING PART OF MANAGEMENT CHANGED DURING THE PAST TEN YEARS?**

269 definitely improved  
24 somewhat better  
40 about the same  
9 declined

WHICH OF THE FOLLOWING DO YOU CONSIDER THE MOST IMPORTANT FACTOR IN MAKING YOU FEEL THAT YOU ARE AN IMPORTANT MEMBER OF THE MANAGEMENT TEAM?

- 183 being consulted on plans and decisions affecting myself
- 175 sufficient authority to get the job done
- 169 being kept informed on policies and plans
- 53 feeling that top management understands the supervisors problems
- 52 the chance to make suggestions
- 33 credit when credit is due
- 27 adequate pay
- 9 privileges such as parking, private office, etc.

(Note: Clearly, the first three answers show that the first-line supervisor feels that he is an important part of management when he can function as a manager.)

WHAT PARTS OF YOUR JOB DO YOU FIND MOST DIFFICULT?

- 120 improving creative thinking
- 111 keeping costs down
- 97 maintaining quality
- 93 finding time to do what is necessary
- 90 communication--up and down
- 69 paper work
- 66 training and retraining
- 59 getting cooperation from other departments
- 59 better planning
- 56 knowing exactly what the boss wants done
- 56 getting information needed from others
- 47 maintaining employee discipline
- 43 being a better "salesman"
- 42 getting my ideas considered by others

- 40 maintaining employees' safety  
interest
- 29 understanding my people better
- 29 getting workers to cooperate
- 7 getting along with the union

(Note: Coaching, training, and development should be designed to help where it is needed most.)

WHAT DO YOU THINK HAS HELPED YOU MOST  
IN YOUR OWN IMPROVEMENT AS A SUPERVI-  
SOR?

- 287 being given more responsibilities  
and experience
- 125 college supervisory and manage-  
ment institutes
- 123 company training programs
- 92 coaching by immediate superior
- 23 correspondence courses
- 15 supervisor's manual
- 11 management clubs

SUMMARY:

1. Supervisors want to perform as nearly as possible those functions of higher management which will make them feel they are truly managers.

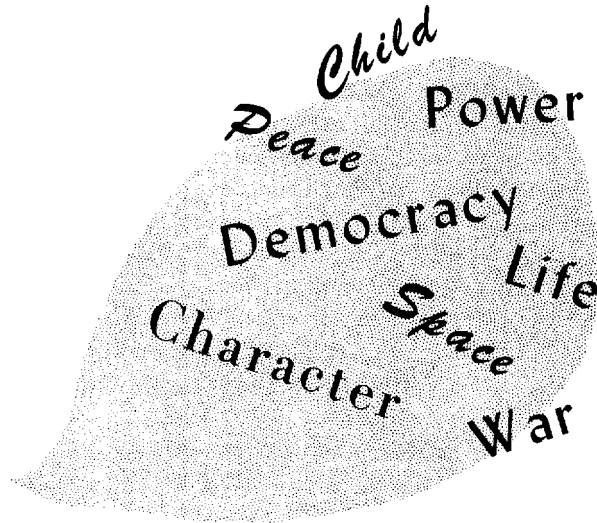
2. In the performance of their supervisory jobs, these are the difficult areas:

- a. improving creative thinking
- b. keeping costs down
- c. maintaining quality
- d. finding time to do what is required
- e. being a better communicator up and down

3. Finally, they are concerned about their own develop-  
ment as a manager and have expressed definite thoughts on how  
this can best be done:

- a. being given more responsibilities and experience
- b. attending college institutes and company training
- c. coaching by immediate supervisor

## **The Magic and Mystery of Words**



Has it ever occurred to you how much words have in common with money? They are, first of all, counters of exchange; they are sometimes inflated and frequently devalued, put in circulation and withdrawn. They, too, accumulate interest, they are coined, they are borrowed, they grow blurred with use, they are hoarded, and they are spent lavishly. They can be counterfeit. They convince and they seduce. They are accepted (too often) at face value, and they lend themselves easily to speculation.

As a subject for comment, words are almost on a par with the weather in their universality of appeal. We all use them, poorly or well, and for good or ill; we all have some interest in them, if only in solving crossword puzzles. Books about them multiply; newspapers run prize contests based on their use; magazines prod us into enlarging our vocabularies. Is it paradoxical that so much attention should be paid them at a time when they are more carelessly used and more rapidly debased than ever before, or is this increased attention the result of their abuse?

In either case, the situation is strange. Surely there was never a time in which so many different groups of people--including hipsters, horse-players, sportswriters, sociologists, gossip columnists, psychoanalysts, educators, mobsters, fashion experts, hucksters, physicists, and technologists, bureaucrats and teenagers--have insisted on divorcing themselves from the common tongue and developing a distinctive lingo. At the present rate of acceleration, the time cannot be distant when, in the interest of easier communication, we shall have to devise a new lingua franca.

---

From "The Magic and Mystery of Words" by J. Donald Adams

Whatever the present situation, words remain one of the most living things of man's creation; indeed, one might argue that they have more vitality than anything else we have fashioned. What else is there that seems to lead an independent life? Words do; they acquire strength and lose it; they may, like people, become transformed in character; like certain persons, they may gather evil about them, or, like others, prod our wits or lift our hearts. Like ourselves, some of them suffer from hardening of the arteries. They seem to pursue their own ends with a dogged intention; and when, utterly spent and cast out from the common tongue, they fall into obsolescence, not all the lexicographers and etymologists together can revive them.

During wars and immediately after them, words--particularly those that stand for big and ideal concepts--are likely to have a hollow sound and to grow frayed at the edges, if not somewhat rotten at the heart. Except in their most simple and direct uses, they are not much good in time of war, though we are then pelted with them even more than we are in the intervals of peace. However much we may talk about them as weapons--which they can be--when armies are on the march and the earth shakes, words assume a triviality that belies their true nature. They have a lot to do with making wars, but save for those we speak of as cold, not much with winning them.

Over half of the nation's R&D expenditures since 1776 have occurred in the past seven or eight years. Very little of this latter half is yet reflected in our output. The development-to-use process is longer than that. Thus, our great, technologically ingenious nation has hanging over it perhaps more discoveries yet to be applied than those that made it great. These technological discoveries are pouring out at an ever-increasing rate and are bound to have a major impact upon almost every human activity.

C.W. LaPierre, Exec. V.P. of General Electric



# NON-AGENCY TRAINING

## NIPA AWARDS

The National Institute of Public Affairs has announced the names of 45 winners of its Career Education Awards. They represent 27 Federal agencies and two state governments. Among them were two from the Agency, [REDACTED]

The awards give each winner a year of graduate study in a field of his choice at one of five universities: Chicago, Harvard, Princeton, Stanford, or Virginia. NIPA pays tuition, an allowance for books and other classroom expenses, financial assistance in finding temporary quarters, and extra costs to the universities for counseling and special classes. Further information on the awards can be found on page 72 in the OTR Catalog of Courses and in the January-February 1963 OTR BULLETIN.

25X1A

## CORNELL WORKSHOPS

The Cornell Conference, sponsored by the New York State School of Industrial and Labor Relations at Cornell University, has announced three management workshops this summer. Call extension 3101 for further information.

### Manpower Aspects of Technological Change -- 29 June - 3 July

Problems of manpower planning and utilization such as intraorganizational manpower policies, collective bargaining issues, organizational problems and public policies with respect to manpower management, training, and utilization.

Personnel Selection and Placement -- 13-17 July

Assumptions and techniques of personnel selection and placement, selection and placement testing, interviewing techniques, and application blanks.

The Executive Interview -- 27-31 July

Interviewing skills for the employment and performance appraisal interviews.

MANAGEMENT  
FOR  
SCIENTISTS

The USDA Graduate School offers a Management Development Program for Supervisors of Scientists and Engineers. Participants plan and develop their own workshop program through committees operating under a broad outline from the Graduate School. University, government, business, and industry speakers are used as resources. The program is conducted in three phases: two days of orientation and organization in Washington, an intensive nine-day workshop in Williamsburg, Va., and a two-day follow-up session in Washington. The three phases usually extend over seven to nine months. Training Selection Board approval is required for CIA participants. Two courses are currently scheduled:

Phase I      10-11 September 1964  
Phase II      2-11 December 1964  
Phase III     25-26 March 1965

Phase I      12-13 November 1964  
Phase II      24 February - 5 March 1965  
Phase III     3-4 June 1965

FSI  
COURSE  
FOR  
WIVES

Each month the State Department's Foreign Service Institute offers Overseas Assignment: A Course for Wives. This two-week course has two principal subjects: the United States, its history, political, social, economic, and cultural background, and its place in the world today; and the other parts of the world and how an American wife with her family living in another country can share constructively in the life of the community. Mornings are filled with lectures and class

discussions. Other sessions are scheduled in the afternoons but attendance is optional. The schedule is:

8 June 1964	26 October 1964
6 July 1964	23 November 1964
3 August 1964	25 January 1965
31 August 1964	23 February 1965
28 September 1964	22 March 1965

OFF-CAMPUS PROGRAM      From the beginning of the 1964-65 academic year, the degree of Master of Arts in International Affairs will no longer be granted by the College of General Studies of The George Washington University. Instead, the degree granted in this course will be the Master of Science of International Affairs. This is applicable to those in the CIA Off-Campus Program and to those enrolled in the cooperative program of the senior officer schools. Those who are almost ready to apply for the MA degree for which they have been working may receive the MA if they complete the requirements before the opening of the new school year. Those who have already applied and been accepted for degree status are, of course, not affected by the change.

USDA CORRESPONDENCE COURSES      The Graduate School of the Department of Agriculture has several correspondence courses which might be of interest:

Federal Personnel Procedure: review of basic laws and authorities for personnel action, position classification, recruiting, and administrative activities preceding the appointment process; requirements and procedures involved in such personnel actions as appointments, promotions, removals, retirements, reductions in force, disciplinary actions, training, incentive awards, employee relations, and employee performance.

Modern Supervisory Practice: principles and techniques of supervision; organization, motivation, participation, communications, line-staff relations, training, decision making, workload analysis, scheduling, work improvement studies, quality and quantity control.

Report Writing: how to prepare memoranda and reports in a clear, concise, orderly and informative manner, avoiding common faults of expression.

Plain Letter Writing: the Four-S formula for shortness, simplicity, strength, and sincerity; emphasis on communication skills rather than grammar.

Call extension 3101 for further information.

ATOMIC  
SCIENCE

The Argonne National Laboratory of the AEC has an Institute of Nuclear Science and Engineering which offers study programs oriented toward experimental work and nuclear research and development engineering. Participants are teachers, scientists, and engineers who require advanced instruction in aspects of the theory and utilization of reactors or, by arrangement, in other nuclear-related areas. Formal programs begin in October each year, usually last through two 16-week terms, and are designed to meet the interests of the participant. Subjects of formal programs include reactor theory, reactor instrumentation and control, reactor shielding, radiation safety, detection, and measurement, fuel management, radiochemistry, fuel processing, heat transfer, metallurgical behavior of reactor materials, reactor chemistry, FORTRAN, and topics in physics, chemistry, and reactor engineering.

Participants enjoy the privileges of Laboratory staff members; work space and facilities are provided; an excellent library is available. Participants are encouraged and assisted to publish the results of their research. No academic credit is granted and no degrees are conferred. Minimum requirement is a Master of Science degree from a U.S. university or substantially equal background. The Institute of Nuclear Science and Engineering does not provide financial assistance. Tuition is \$1,000 per term. The program at Argonne is operated by The University of Chicago for The Atomic Energy Commission.

A new program to train scientists-engineers has been opened at the University of California's Lawrence

Radiation Laboratory at Livermore. It got under way without fanfare in September and now has 82 graduate students working for advanced degrees under Dr. Edward Teller, associate director of the laboratory and chairman of the new Department of Applied Science. Scientists of the laboratory and the Davis Campus cooperated to set up the new department. Students take classes at Davis and Livermore and use nuclear facilities of the Atomic Energy Commission.

FAR  
EASTERN  
LANGUAGES

Under the sponsorship of the Committee on Institutional Cooperation, formed by 11 Midwestern universities, the second Far Eastern Language Institute will offer 25 different classes in Chinese and Japanese language, literature, and linguistics on the campus of Indiana University this summer. The Institute will begin on 20 June.

Seton Hall University in South Orange, N.J., will offer language institutes in Chinese and Japanese for elementary and secondary teachers with the support of the Carnegie Corporation of New York.

RUSSIAN  
STUDIES

The American University will offer three summer Russian language courses at its Uptown Campus, Massachusetts and Nebraska Avenues. Each course carries three semester hours of academic credit. Registration is on 19 June.

37. 141 Elementary Russian I -- 22 June - 24 July,  
Monday through Friday from 1800 to  
1940 hours.

37. 142 Elementary Russian II -- 27 July - 28 August,  
Monday through Friday from  
1800 to 1940 hours (37. 141 or equivalent is prerequisite for 37. 142).

37. 347 Scientific Russian -- 22 June - 12 August,  
Mondays and Wednesdays from 1800 to  
2020 hours (37. 142 or equivalent is prerequisite for 37. 347).

PUBLIC ADMINISTRATION      The University of Minnesota will offer a Public Administration Institute for government employees from 15 to 26 June. Lectures, seminars, workshops, and projects will focus on recent developments in organization theory, including specialization, "bureaucrathic" behavior, executive judgment, role systems, simulation, on the uses, limitation, and programming of computers, and on collective bargaining and comparative field administration. The institute will be given at the main university campus in Minneapolis.

AMA PROGRAMS      The American Management Association will offer a seminar in Fundamentals of Finance and Accounting for Nonfinancial Executives in New York City (18-22 May, 15-19 June, 17-21 August, and 19-23 October), Montreal (8-12 June), and Chicago (21-25 September). Emphasis will be on the basic concepts, practices, and techniques of finance and accounting which affect everyday operations. This seminar usually fills to capacity.

AMA has announced a briefing session 20-22 May on East-West Trade. The aim is to present an objective, factual, and complete analysis of trade between Western nations and the Soviet Bloc (government and business points of view, basic policies and procedures of the nations involved, trade regulations, financing, licensing, etc.) The session will be held in New York City.

LOAN PUBLICATION      The AMA publication "Industrial Property Rights Overseas" may be borrowed from the OTR Registrar. Call extension 3101.

GOVERNMENT ACCOUNTANTS      The 13th annual symposium of the Federal Government Accountants Association will be held in the Statler-Hilton Hotel, New York City, on 17-19 June.

## **Training the 'Middle-Men' of Asia**

The "man-in-the-middle" is becoming the man of importance in Asian countries as he has been in the United States for some years. In most developing countries of Asia it is traditional for individuals to stay with the same employer, perhaps for life. Inevitably, then, the middle management group holds tomorrow's top management executives.

This conclusion led the Institute for Technical Interchange (ITI) of the East-West Center, University of Hawaii, to initiate a major training program for Asian-Pacific middle-management government administrators.

The ITI's training project for Asian-Pacific middle-men has included two programs, the first of which, six months' training in fiscal administration, has been completed. The second and current one, a six-month period in personnel administration, began last November. Students come from the Republic of China, Cambodia, India, Nepal, Indonesia, Thailand, the Philippines, Vietnam, Korea, and the Ryukyus. Each group includes administrators and teachers of fiscal or personnel administration.

The participants need more than training in techniques; each has the need as well to "stand back" and study how American policies were formed from and reflect the beliefs and struggles of the nation. This part of the program is projected largely through films, discussions, and reading assignments on the United States, no comparison being drawn with Asia.

Participants spend entire days in federal, state, and city-county offices in Hawaii, and confer with industry and labor and management representatives. Programs for both fiscal and personnel administrators include a three-week trip to the U. S. mainland to observe the work of government and other offices. Each participant then evaluates his training period in writing, and as a second measure of evaluation, devises a plan of changes he would like to effect upon return to his own country and job. He must then orally defend his plan against criticism and comments of a panel of administrative experts from the Center, the University, and the community.

The Institute hopes that participating nations and areas in projected programs may gradually provide teaching personnel and pay a share of training costs.

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The National Education Association recently asked a sample of the nation's public school classroom teachers

In your opinion are children and youth today learning as much in school as they did when you were in the elementary and secondary grades? Compare the above-average pupil now with the above-average then; the average pupil now with the average then; the below-average pupil now with the below-average then.

The opinions of elementary school teachers about the learning of elementary pupils and the opinions of secondary teachers about the learning of secondary pupil are shown in the table below.

	Elementary	Secondary
Above-average		
More	82%	78%
About same	12	14
Less	6	8
Average		
More	73	57
About same	21	33
Less	6	10
Below-Average		
More	64	48
About same	27	35
Less	9	17



## Some Thoughts on 'Cybernation'

Cybernation\* is both cause and consequence of social change. At least as a consequence of change, we cannot do without it. But to use it beneficially will require advanced planning and carefully organized implementation of all sorts of programs in education, welfare, business, and other areas. In the planning and implementation of these programs cybernation will be, itself, a very powerful and very necessary tool. It will also be a very seductive one and we will have to guard continuously against coming to overvalue the things cybernation can deal with at the expense of the individual.

When we tie our future to cybernation, we also tie it to the application of the same operational principles that give cybernation its extraordinary potency; that is, long-range coordinated planning on an integrated and systematic--not a piecemeal--basis.

This means that to a far greater extent than ever before we must accept responsibility for the consequences of our actions, and our inactions. This doesn't mean we can always know the outcome of our acts, but it does mean that we must more consciously try to anticipate them. Which leads to an interesting conclusion: that fulfilling important decision-making roles as business managers, executives, school administrators, and government public servants will become even more demanding. For knowledge is power, and the capabilities of cybernation, especially computers, increase that knowledge vastly, for decision making especially.

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\*Editor's note:

The term "cybernation" as used here comes from cybernetics and automation; it refers to the general theory of control in man and machine and underlies the design of automation equipment and computers and of the systems in which they are used.

The more knowledge the decision maker gains in this way, the more obligated he is to attend to the moral and ethical consequences of the policies and implementation he chooses. In the past, he has been able to avoid facing many of these consequences by claiming too little knowledge of the real world to feel very much responsibility for the consequences of feeble attempts to deal with that overwhelmingly complex environment. Now, as our knowledge increases with these new powerful tools for providing information, interpreting it, and extrapolating it, he can no longer use this justification.

The implication of this to me is clear. It means that decision makers will have to be retrained and have to go back to school just as everyone else. They'll go back to school not only to learn logic, computers, and systems analysis, but at least as importantly, to learn the humanities, history, philosophy, psychology, and anthropology. For without this knowledge they will be unable to make decisions with the wisdom and integrity required. Without this knowledge and wisdom the huge problems we face in joining solicitously our technological prowess and our social needs may frustrate us into choosing self-defeating philosophies for action. With such knowledge, carefully and extensively applied, we have a very good chance of raising our productivity, our material standard of living, and most important of all, our sense of living meaningful lives.

From an address delivered in May 1963 by Donald N. Michael, Director, Peace Research Institute.

## ***Personal Names Studies***

The 20th in a series of studies of personal names and titles in important languages will soon appear. These studies are prepared by Records Integration Division and are meant to guide reports writers and all who index, search, or in any other way handle the reported names and titles. Distribution of these studies is controlled by C/DDP/PC, with the CI Staff and RID interested parties. In addition to field stations and Headquarters offices, other members of the intelligence community have been making increasing use of them.

Studies have been published thus far in Burmese, Chinese, Czech, Finnish, German, Greek, Hungarian, Korean, Latvian, Polish, Portuguese, Rumanian Serbo-Croatian, Slovak, Slovenian, Spanish, Swahili, Turkish, and Vietnamese. The 20th, called "Arabic Script Personal Names," really covers five languages: Arabic, Kurdish, Pashto, Persian, and Urdu. It is by far the longest of the series.

Part I of "Arabic Script Personal Names" provides information on the scope of each of the five languages and a linguistic and ethnic sketch of the countries where these languages are spoken. Part II describes current and traditional practices, sources of names, legal requirements, and local peculiarities. In Part III a transliteration system which has been found useful in the Agency is explained. This is a composite system with special symbols to make clear which of the five languages the script represents.

An appendix lists over 14,000 names. These are printed in Arabic script and in transliteration. Reported variants are also given, both nonsystematic and from other systems. Certain names or variants are identified as Persian, Kurdish, Pashto, or whatever. Titles used in social address and as military ranks and grades are listed according to country.

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